Week At A Glance CELL Model

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| Unit: 1 – Grade 2  Week: 3 | Focus Standards:   * **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. * **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song. * **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. * **W.2.7:** Participate in shared research and writing projects. * **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | | |
| Student Objectives:  Students will describe, list and participate in activities about Autumn. | | | | | |
| Terminology:  rhyme, spelling patterns | | | Comprehension Strategy: Connections – Rigby chart pg 77  Genre Focus: Informational/ Narrative | | |
| Read Aloud | | Shared Reading | Guided Reading | Independent Reading | Word Work/Phonics |
| * Peepers * Every Autumn Comes the Bear * Little Yellow Leaf * Why do Leaves Change Color? | | * Fall Days, Red Leaf Yellow Leaf (Cleo) | Continue teaching The Daily Five | * set up book boxes * learning to self-select books * conferences | R.F.3.a: Know and apply grade level phonics and word analysis skills in decoding words.  Book: **Sequential Phonics: lessons 36-38 (i\_e)**  Word Wall Words  Rigby chart pg 13 |
| Interactive Writing | | Independent Writing | Vocabulary | Assess/Rubrics | Technology |
| begin an IAW on Fall | | * begin seasonal writing piece - paragraph Fall - writing process | rhyme  spelling patterns | Self assessment of behavior  Daily Five Check-in  WTW spelling inventory | Video:  The Four Seasons (NUCenter)  Compass Learning - research books? |